**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_\_\_The Watsons go to Birmingham\_\_\_\_\_\_\_ TIME FRAME: 2 Weeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TEACHER: A. Harvey\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | At the time of *The Watsons Go to Birmingham—1963,* the civil rights movement, which had begun in the late 1950s, was gaining momentum. Those involved in the civil rights movement used various types of protest in an attempt to gain equal treatment for blacks. And it was working: Not since the Reconstruction period after the Civil War had such important breakthroughs in equal-rights legislation been achieved.  Very early in *The Watsons Go to Birmingham—1963,* it is clear to the reader that racism and prejudice are major themes of the book. Certainly the quotation that opens this chapter is a tip-off that, even in 1963—about one hundred years after the Civil War and the end of slavery—the South was still a place where African Americans experienced a great deal of discrimination.  Through the eyes of ten-year-old Kenny, the reader learns about the crazy antics of his family. Kenny believes that everyone in his neighborhood and school must think his family is strange—"The Weird Watsons".  Through Kenny's eyes we view his tenuous love/hate relationship with his older brother Byron, often called By. Kenny's feelings about By swing between fear of By's bullying tactics, awe of By's "fantastic adventures," and pleasure in By's sometimes unexpected kindness.  Kenny frequently tries to understand how a bully can have such a great sense of humor. By's craziness includes a narcissistic attitude which freezes his lips to the side-view mirror... | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.  x Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.  x Students will use technology and digital media strategically and capably.  x Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL5.2** – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text  **RL5.3** – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RI5.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text. | | |  | | --- | | **Writing** |   **W5.1a**- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the author’s purpose.  **W5.1c** – Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). | |  | | --- | | **Speaking and Listening** |   **SL5.1a** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **SL5.1c -** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |  | | --- | | **Language** |   **L5.1a**- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, **prepositions**, and interjections in general and their function in particular sentences.  **L5.3b** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| 1. What are examples of prejudice in early history? 2. What are the issues explored in *The Watsons Go To Birmingham?* 3. How has life changed today as opposed to the 1960’s, and how has it stayed the same? 4. What are the drawbacks of prejudice and the positive aspects of diversity? | | | 1.The learners must be able to: realize that the events from the 60’s had an impact on today’s world, relate those events to today’s world, and be able to connect the past with the present dealing with social prejudices.  2.The learners must understand how to apply their knowledge of eliminating prejudice and embrace diversity in their school lives and adult lives. | | |
|  | | |  | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  **Brainstorm Activity**  Graphic Organizer – 60’s Brainstorm what students know about 60’s, including music, clothing, attitudes, political figures, and important events in governmental issues.  **Research Activity**  Students research 60’s websites and other resources, such as interviews, and accumulate all information. Students may work in pairs and present their findings to the class. (Can be in any format: written, oral presentation, video, etc.)  **Book Talk**  Introduce the book and author. Explain the church explosion, and identify the four girls who lost their lives and have the students relate the girls to their own age bracket of people.  **Summarizing**  Students read the book independently. Each student is to keep a notebook to summarize each chapter and note important details.  **Role Play**  60’s Day with school permission. The students will dress like those in the 60’s and offer a day of 60’s culture in good taste.  **Brainstorm Activity**  “Make a Difference” – Have the students brainstorm ways that they can make a positive difference in their school, community, and the United States. Determine ways to activate those ideas  **Research**  Research the Jim Crow Laws and other important figures, such as Rosa Parks, that assisted in the Desegregation Laws. | **Writing Tasks**  **Brochure**  Write travel brochures for Advertising Birmingham in the Winter, and Flint in the Summer  **Essay**  Students create a composition on their feelings of prejudice and how to enhance diversity and tolerance. 6 point WV Rubric to Score  **Compare/Contrast Essay**  Students write a Compare/Contrast Essay on the different cultures, and how they would have done things differently. 6 point WV Rubric to Score | | **Discussion Tasks**  **Small Group**  Activate Prior Knowledge – Show a brief 60’s clip – i.e. Martin Luther King’s *I Have A Dream* Speech – Define and discuss unfamiliar terminology. Also, show a brief clip of the early 60’s dress and actions of people, then a brief clip from the latter 60’s. Have the students discuss the  similarities and differences in small group. Then have each group share with the class.  **Class Discussion**  Class discussion of key points in each chapter of the text. Students can use a Compare/Contrast Graphic Organizer to explain the difference in the two cities ofFlint and Birmingham and characteristics of the peoples’ attitudes.  **Class Discussion**  Discuss the update on the recent trial of the men who caused the explosion of the church. | | **Language/Vocabulary Tasks**  **Vocabulary Sorts**  Students are given a set of pictures, words, or phrases (prewritten on note cards) to sort. The cards should be created to represent important concepts in the story. Depending on your goals, the cards may be sorted in a number of ways. Students may:   * Place the cards in categories in any way that make sense. Develop a title for each category. * Place the cards in categories representing the character they best match. * Place the cards in categories based on the sense the author is appealing to (taste, touch, smell, hearing, sight). * Place the cards in four categories representing characters, setting, problem, and solution. * Place the cards in categories representing literal versus figurative language. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
|  | | Thumb Up or Down for Questioning Informal Discussions Yes/No or Red/Green Cards Exit Slips Pair Share or Group Answer for Questioning | | WV 6 Point Rubric for writing Writing Buddies Rubric Oral Presentation Rubric Scored Discussion BookReport Poster and Project  Oral Presentation Rubrics Descriptive Writing | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  **Core:**  The Watsons Go to Birmingham  **Fiction**  *Adaline Falling Star* by Mary Pope Osborne  *Bat 6* by Virginia Euwer Wolff  *Crusader* by Edward Bloor  *The Divine Wind: A Love Story* by Garry Disher  *Samir and Yonatan* by Daniella Carmi  *Saving Shiloh* by Phyllis Reynolds Naylor  **Nonfiction**  *The Day Martin Luther King, Jr. Was Shot: A Photo History of the*  *Civil Rights Movement* by James Haskins  *Free at Last: A History of the Civil Rights Movement and Those*  *Who Died in the Struggle* by Sara Bullard  *Oh, Freedom! Kids Talk About the Civil Rights Movement with the*  *People Who Made It Happen* by Casey King and Linda Barret  Osborne  *Martin’s Big Words* by Doreen Rappaport, illustrated by Bryan  Collier  *Mississippi Challenge* by Mildred Pitts Walter  *The 1960s* by Gini Holland  *Separate but Not Equal: The Dream and the Struggle* by James  Haskins | | | | | |
| **Cross Curricular Activities:**   1. Social Studies- map the route from Flint, Michigan to Birmingham, Alabama. Determine if the route then and now would be the same. Determine mileage, cost of the trip at the 1960’s prices and today’s prices. | | | | | |